

Meadows Pre-School group

Downfield JMI School, Downfield Road, Cheshunt, WALTHAM CROSS, Hertfordshire,
EN8 8SS



Inspection date	29 January 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The well-qualified and experienced staff team provide good quality teaching. They are effectively supervised and additional training is sought in order to continue to make good impact on children's learning. They use effective observations and assessments of children's progress to plan and provide activities that enable children to make good progress based on their starting points.
- Staff have a good understanding of the pre-school's policies and their own individual responsibility to safeguard children. They ensure that children's safety is prioritised at all times and they teach them how to manage risks and identify hazards for themselves.
- Children show that they have formed secure attachments with the staff. They are happy and enjoy their sessions in the pre-school. The good relationships with their key person effectively promotes their emotional well-being.
- Children's individual needs are quickly identified and consistently met as a result of effective partnerships between parents, external agencies and other professionals. This benefits the children because they receive consistency in their care and learning at home and in the pre-school.

It is not yet outstanding because:

- Children's opportunities to freely play and explore in the outdoor environment are not yet maximised. The frequency of activities and learning opportunities provided in the outdoor environment do not equal the regularity of the good learning opportunities that children receive indoors.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- expand and increase children's opportunities to freely choose from a wide range of learning opportunities in the outdoor environment.

Inspection activities

- The inspector observed activities in the main room and in the outside area.
- The inspector jointly observed and discussed staff practice with the manager.
- The inspector examined a selection of documentation including evidence of the suitability of staff, policies and procedures and children's information.
- The inspector took into account the views of parents spoken to at the time of the inspection.

Inspector

Susan Parker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The well-qualified staff deliver good teaching and have a secure understanding of the Early Years Foundation Stage. They accurately observe children and use the information to measure their progress from their starting points. Staff effectively promote children's communication and language skills through play and conversation. For example, staff effectively use open-ended questions, asking children about what they are doing, about the colours, number or shape associated with their play. Skilful use of a mixture of sign language and visual clues enables children who speak English as an additional language, and children with emerging speech, to make progress. Staff have effective links with the local schools, which enables them to support children's move on to full-time school through visits to the school, visits from the teachers and by sharing children's progress and information records. The staff are skilled in encouraging children to take the next steps in their learning and development. They use gentle encouragement and patience to encourage the children to try to do things independently. As a result, children are learning new skills in readiness for school.

The contribution of the early years provision to the well-being of children is good

Staff are friendly and welcoming, which enables children to feel secure and settle quickly. Good links with parents ensure that children's routines, care needs and well-being are cooperatively supported. Staff successfully teach children how to manage risks and use equipment safely. For example, children understand that they have to wait their turn to climb up or slide down the fort. Staff use clear explanations to remind them to look out for other children, which increases their understanding of playing safely. Children behave well. They freely choose from a good selection of activities, resources and equipment indoors. Opportunities for children to freely play and explore in the outdoor environment are time limited. The activities linked to children's learning are not as focused on outdoor play as they are for indoor play. Children are developing their key skills and readiness to move on to the next stage in their development. They put on their coats and hats with minimal help from the attentive staff. Staff work closely with parents and other early years professionals in order to support children to confidently meet change and challenge.

The effectiveness of the leadership and management of the early years provision is good

The leaders and managers effectively deliver the safeguarding and welfare requirements. They are confident about the steps to follow if they have a concern about children's welfare. The governing body oversee the manager and experienced staff team. Staff turnover is minimal and any new staff are employed through a robust recruitment and induction process. Staff provide detailed information for parents on how well their children are achieving. The staff continue to monitor and evaluate their practice to meet the changing needs of children. Parents spoken to on the day of the inspection are complimentary about how the staff have helped their children make good and sometimes 'phenomenal' progress.

Setting details

Unique reference number	EY276829
Local authority	Hertfordshire
Inspection number	1001081
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	31
Name of provider	Downfield JMI School Governing Body
Date of previous inspection	Not applicable
Telephone number	01992 629598

Meadows Pre-School group was registered in 2004. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens during school term times. Sessions run on Monday, Tuesday and Friday from 8.45am until 11.45am, with a lunch club and an afternoon session from 12.15pm until 3.15pm. On Tuesday and Wednesday, sessions are from 8.45am until 1.15pm. The pre-school provides funded early education for two- and three-year-old children.

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